Meet Me at the Edge

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Indiana's Response to Intervention Academy

Meeting Students on the Edge of Their Learning

Presenters:

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Components

- <u>Leadership</u>
- <u>Evidence-based core curriculum, instruction, & interventions/extensions</u>
- <u>Assessment and progress monitoring system</u>
- <u>Data-based decision making</u>
- <u>Family, community & school partnerships</u>

Integrated System for Academic and Behavioral Supports

Tier 3:
- Reading Intervention Specialist (1-2 students in group)
- 4-5 days per week
- Longer Duration

Tier 2:
- 3-4 students
- Early Intervention (Both inside & outside classroom)
- Guided Reading/2-3 days per week
- Tutors/RSVP

Tier I:
- All Students
- Preventative, Proactive
- Co-Teaching
- Coaching/Training
- Literacy Framework – Core Instruction
- Tutors/RSVP/Volunteers

Services across tiers are fluid and data-driven

District/Community Team
Leadership Team/Interventionists

Leadership Team/Interventionists

Grade Level Teams
Collaboration
School Improvement Team
RtI/SAP Team
School Literacy Planning Team

Intense, Individualized Support

Targeted, Supplemental Supports

Core Curriculum, Instruction, and Learning Environment

Meet Me at the Edge

. . .

. . . Where I stand with my feet planted in what I can do best on my own.

...Where I can taste and test new discoveries, moving toward growth and greater boundaries.

... Where you will teach me, support me – with great diligence at first –

gradually releasing me as the new discovery becomes a confident old friend.

Meet me at the edge of my understanding,

becoming my bridge to new success.

Diana Callahan

The Literacy Framework -- Core Curriculum and Instruction

Implementation of the Literacy Framework

- Phase 1- Awareness and Planning
- Phase 2- School Team Planning and Literacy Coordinator Training
- Phase 3- School Implementation

  Development of a Book Room

  Year-Long Professional Development (40 Hours)

  Demonstration and Coaching Model

  Continued Data Analysis
- Phase 4- Refinement

  Continued professional development (20 hours)

  Ongoing training and Coaching

  Continued Data Analysis

The Literacy Framework –Tier I

Reading

Interactive Read Alouds

Shared Reading

Guided Reading

The Literacy Framework –Tier I

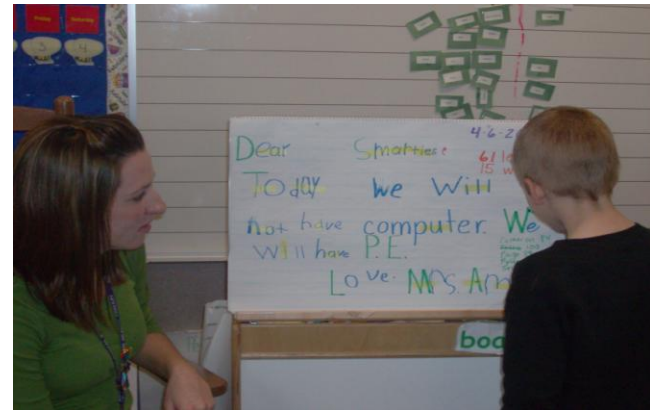- **Independent Reading/Prescriptive and Diagnostic Planning**

- **Managed Independent Learning Stations – allow for small group Guided Reading**

The Literacy Framework –Tier I

Writing

- ❑ **Shared Writing**
- ❑ **Interactive Writing**
- ❑ **Writing Workshop**
- ❑ **Independent Writing**

The Literacy Framework –Tier I

Word Study
- **Developmental Spelling Inventory**
- **Working with Words Block**
- **Buddy Study Spelling**
- **Follow-up in Guided Reading**
- **Connections across the framework- integrated and intentionally practiced in Managed Independent Learning Stations**

The Literacy Framework –Tier II

Diagnostic and Prescriptive Interventions

- Additional Guided Reading groups (3-5 students) with highly certified intervention teachers
- Intervention Groups (3-5 students) with highly certified licensed special needs teachers
- Early Intervention Groups (3-5 students) with highly certified intervention teachers

> Leveled Literacy Intervention (LLI)
>
> Phonemic Awareness Program
>
> *Talking, Drawing, and Writing*

The Literacy Framework – Tier II

- Flexible Inclusion Groups – pushing into the classroom and working with Tier II groups to support the classroom teacher
- Intervention Groups (3-5 students) instructed by speech pathologist
- Intervention Groups (3-5 students) instructed by English as a Second Language teacher
- School Partnerships

The Literacy Framework – Tier III

- Intervention Groups (1-2 students) with highly certified licensed special needs teachers
  - -- Smart Chart/Word Work
  - -- SmartBoard/Memio
  - -- Tucker Signing Strategies
  - -- Guided Reading

- Reading Intervention Specialist (licensed Reading Recovery and Special Needs teacher) instruction (1-2 students)

The Literacy Framework –Tier III

- Intervention Groups (1-2 students) instructed by speech pathologist
- Intervention Groups (1-2 students) instructed by English as a Second Language teacher

Assessment and Progress Monitoring System

Assessments that support the Literacy Framework:

- Indiana Reading Diagnostic Assessment (IRDA) three times a year: <u>ROAR</u>
- Writing Benchmarks three times a year
- Developmental Reading Assessment (DRA) end of year
- Observational Surveys for targeted students
- Error analysis of the IRDA three times a year

Assessment and Progress Monitoring System

- Spelling Inventories twice a year
- Error analysis of writing benchmarks twice a year
- Writing conferences bi-weekly
- Running Records bi-weekly for intervention students and twice each nine weeks for average to high-ability students
- Anecdotal records are taken daily

Assessment and Progress Monitoring System

Progress Monitoring System:

- Intervention team meets each nine weeks
- Master Database System
  - -- Teacher Master List
  - -- Error Analysis
  - -- Benchmark Input and reports

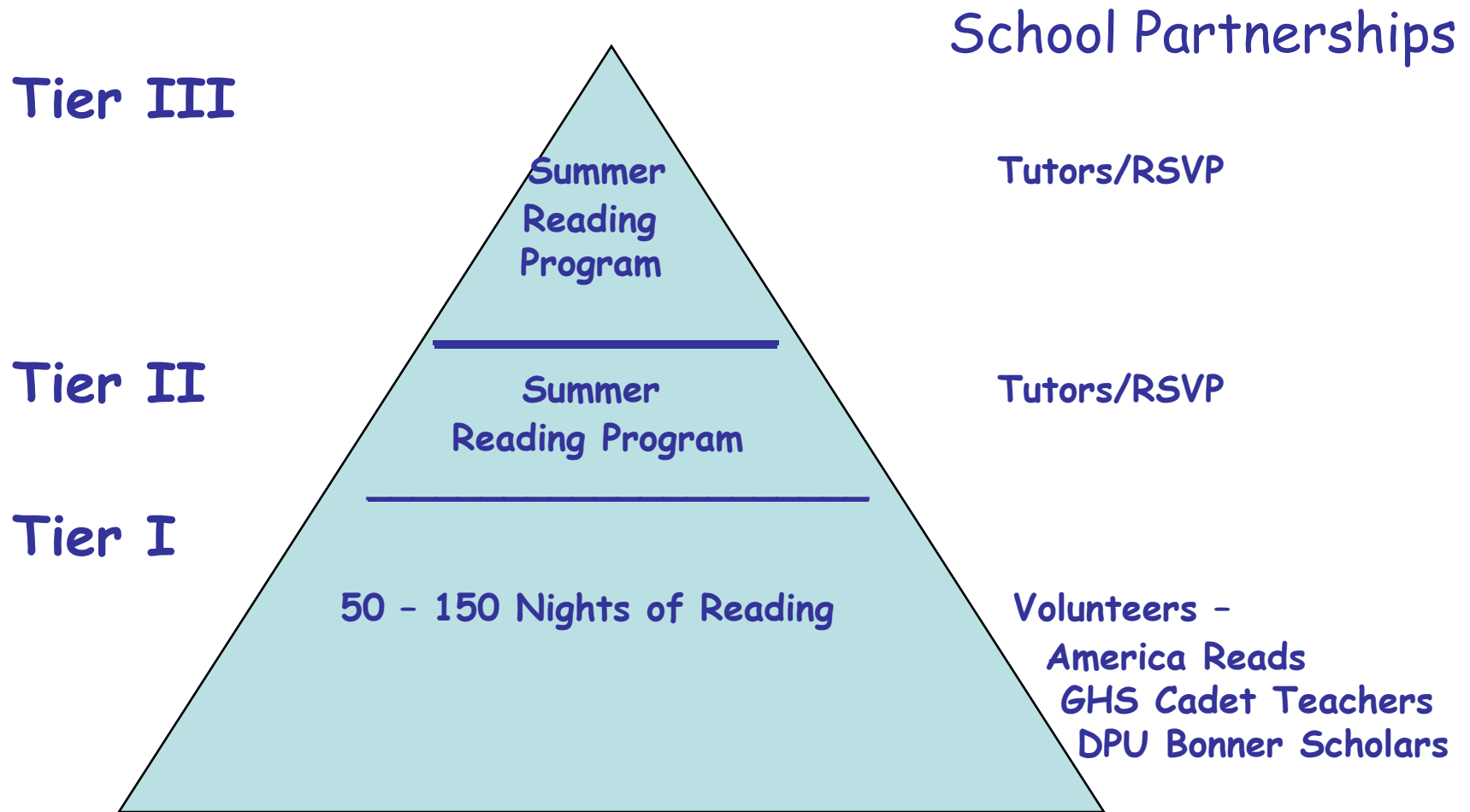# Assessment and Progress Monitoring System

- Progress Monitoring Data Sheet
    - -- Minimum of three sources of criteria used to identify intervention students
        1. Current Reading Level
        2. Indiana Reading Diagnostic Assessment
        3. Writing Benchmark
        4. Teacher collaboration/input

Data-Based Decision Making

- After review of Progress Monitoring Data Sheet, Leadership Team collaborates with teachers to determine appropriate level of support for students who are assigned tiers.

- Assessment data determines prescriptive and diagnostic instruction by interventionists and classroom teachers at all three tier levels.

- Progress Monitoring is on-going and all intervention groups are flexible to best meet the individual needs of students.

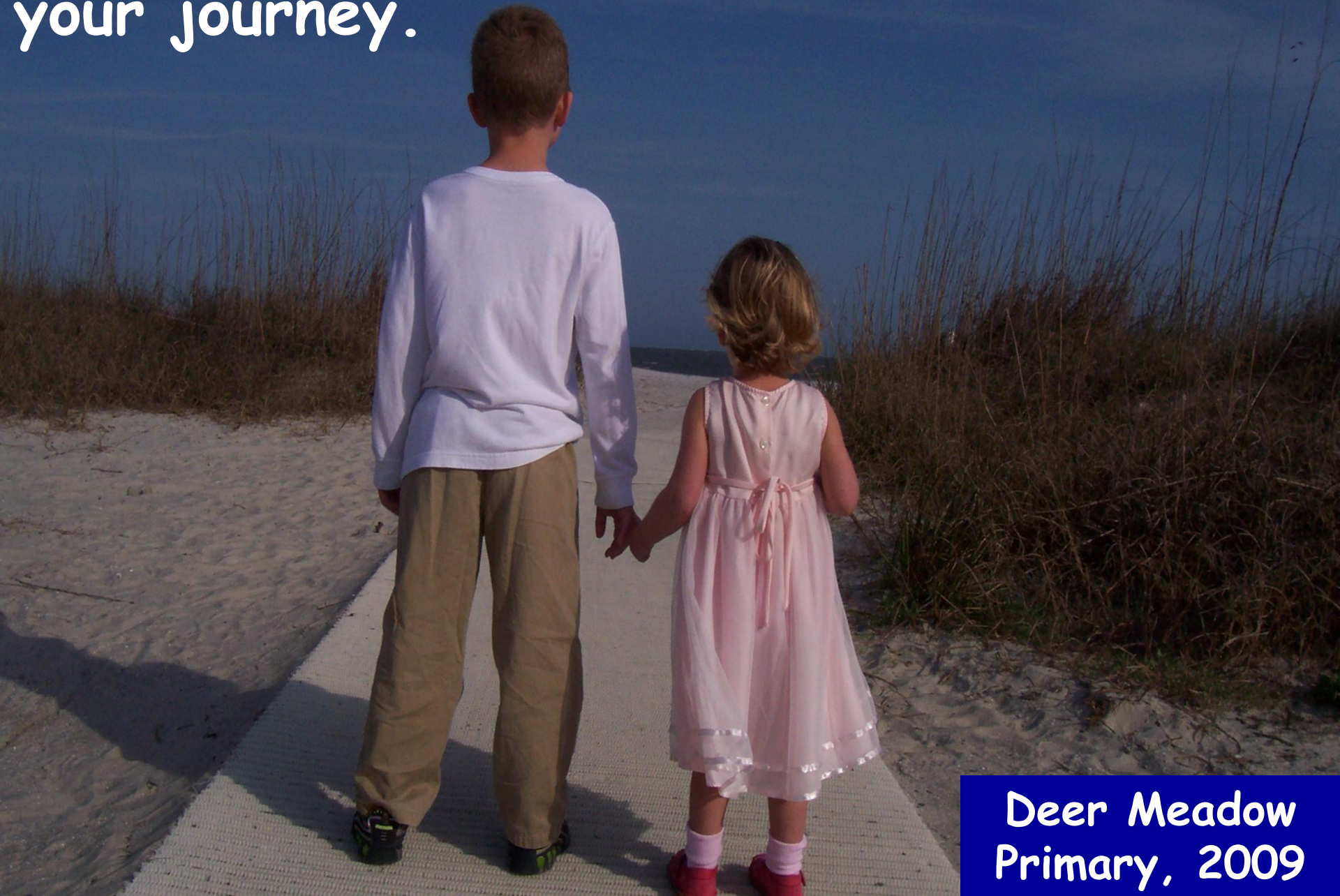- Teachers and interventions maintain an assessment wall that shows all students' progress.

Family, Community, and School Partnerships

School Partnerships

Tier III

Summer
Reading
Program

Tutors/RSVP

Tier II

Summer
Reading Program

Tutors/RSVP

Tier I

50 – 150 Nights of Reading

Volunteers –
America Reads
GHS Cadet Teachers
DPU Bonner Scholars

Take Home: Connecting My Presentation to Indiana's Vision of RTI

- Literacy Framework meets students' needs at all tier levels.
- Leadership team is critical ensuring fidelity across all components.
- Master database system ensures all student achievement is documented for analysis
- Progress monitoring leads to data decision-making.
- Family and school partnerships support students in meeting our literacy goals.

We wish you the best as you continue on your journey.